




ALN Policy

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Policy Owner:	ALNCo
Queries to be directed to:	ALNCo
Signed:	
Dated:	25/09/2020

This policy will be reviewed on an annual basis. Sporting Chance Newport CIC reserves the right to amend this policy, following consultation, where appropriate.

Date created:	September 2020
Date of last review:	January 2025
Date of next review:	January 2026

Sporting Chance Newport CIC **ALN Policy**

1. Summary

This policy outlines the requirements of all members of staff at Sporting Chance Newport CIC for the provision of education for pupils with additional learning needs.

2. Who is the policy for?

Sporting Chance Newport CIC define Additional Learning Needs as;

A person that has a learning difficulty and/or disability arising from a medical condition or otherwise which calls for an additional learning provision (this person usually has a Local Authority documented IDP)

Sporting Chance Newport CIC Recognises that every student is an individual developing at a unique pace; academically, socially and emotionally. The majority of students referred to Sporting Chance Newport CIC have been assessed and identified as having additional needs due to their behaviour, attitude to learning, or specific medical issues. Therefore, all students receive Additional learning needs (ALN) provision.

Objectives:

- To identify and provide suitable provision for pupils who have additional learning needs
- To work within the guidance provided in the ALN Code of Practice for Wales.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for additional learning needs
- To provide support and advice for all staff working with additional learning needs pupils
- Promote positive attitudes to learning
- Provide pupils with equality of opportunity and promote social inclusion
- Raise educational achievement especially in relation to literacy and numeracy
- Promote pupils personal, spiritual, moral, cultural and social development as an integral part of their experience
- Foster positive relationships based on trust
- Develop pupils self-esteem and self-worth
- Prepare for the next stage of their career e.g. reintegration, college placements, work experience
- Work in partnership with parents/carers
- Work in partnership with all relevant support agencies
- When necessary support a pupil through the assessment of an IDP or Educational Health Care Plan.

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3. Who is this policy for?

All staff, parents, external agencies, commissioners.

4. Policy statement

Sporting Chance Newport CIC has a designated additional learning needs Co-ordinator.

This policy complies with the statutory requirement laid out in the ALN Code of Practice and has been written with references to the following guidance and documents:

<https://www.gov.wales/sites/default/files/publications/2024-04/220622-the-additional-learning-needs-code-for-wales-2021%20%282%29.pdf>

4.1 Delivery and Success Criteria of the ALN Policy:

All members of staff are responsible for meeting the needs of students with ALN through implementing and ensuring appropriate provision is in place within their remit e.g. curriculum planning, differentiation, target setting in accordance with the ALN Code of Practice.

This is done through an Assess, plan, do, review cycle. Sporting Chance Newport CIC will support specific additional needs through appropriate interventions as described in the ALN Code of Practice.

All students' progress is reviewed on a half termly basis with PCP meetings taking place annually, unless emergency ones are needed in between or at the end of Year 11. Students with an Educational Health Care Plan or IDP are also subject to annual reviews. Review meetings, known as PCP's, are the mechanism by which changes in ALN provision are made.

The Educational Psychologist service can carry out assessments where and when necessary.

The success criteria of the ALN Policy are based around:

- Increased number of pupils successfully progressing back into mainstream or onto Further Education, Employment or Training.
- Preventing exclusion and maintaining educational provision for those who may be at risk of permanent exclusion in a mainstream setting.
- Evidence of more pupils receiving full time provision.
- Pupils meeting individual targets.
- Improved relationships with staff and parents/carers.
- Improved relationships within families.
- Increased support for literacy and numeracy.
- Evidence of multi-agency cooperation and involvement.
- Assessments completed within agreed timeframes.
- Increased options and variety of provision at Key Stage 4 (KS4), improved college links, wider access to work experience, more alternative accreditation.
- Pupils empowered to access post 16 option e.g. college, work placements, NVQ etc.

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The name of the person who is responsible for coordinating the day-to-day provision of education for pupils with ALN and working with external agencies e.g. Newport Educational Psychology Service, CAMHS (Child and Adolescent Mental Health Services), is:

ALNCo: Gareth Brenton

Educational Psychologist: Provided by the Local Authority Panel with ALN Assessment

CAMHS Team: Multi-Agency Referral Team <http://sewsc.org.uk/>

4.1.1 The admission arrangements for pupils with SEN Please refer to the Admission Policy. A current risk assessment will be provided when a pupil is referred to Sporting Chance Newport CIC.

4.1.2 Facilities for pupils at Sporting Chance Newport CIC, including facilities which increase or assist.

Sporting Chance Newport CIC adopts the recommendations of the Equalities Act 2010;

- The school offers small group teaching, alternative provision and family support;
- All students have access to ICT;
- A building that can be adapted to facilitate access to students with most physical disabilities.

4.1.3 How resources are allocated to and among pupils with ALN:

Sporting Chance Newport CIC is a school registered to support pupils with local authority IDP's and Educational Health Care Plans to support their needs.

4.1.4 Arrangements for providing access by pupils with additional needs to a balanced and broadly-based curriculum:

- All pupils receive either a part-time or full-time educational placement;
- Sporting Chance Newport CIC offers full-time provision to excluded pupils;
- Sporting Chance Newport CIC offers a broad, balanced, relevant and differentiated curriculum, which is designed to meet the needs of individual pupils according to their age, ability, social and emotional development;
- Multi-professional case discussions where strategies and learning programmes are 'fine-tuned';
- Individualised and differentiated activities and programme of work.

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Sporting Chance Newport CIC offers a range of additional activities which provides a complementary enrichment curriculum model:

- Opportunity to participate in a Work Experience Programme;
- Opportunity to participate in therapy support;
- Opportunity to participate in celebration assemblies or rewards;
- Opportunity to participate in a programme of organised events and educational visits.

4.1.5 How the School Leadership Team and Management Board evaluate the success of education which is provided to Sporting Chance Newport CIC pupils with ALN:

The School Leadership Team meets on a monthly basis and the School Management board on a termly basis. Key staff report, where appropriate to the meeting on the progress of the education programme, including all matters relating to ALN. The evaluation of provision is based on the following:

- Daily briefing meetings enable staff to discuss issues immediately as they arise;
- Regular staff meeting agendas have an 'Individual Pupil Issues' component where decisions can be made;
- All members of the School Leadership Team are involved in the monitoring of the curriculum through the observation of teaching and learning;
- There are regular staff development meetings including individual teacher observation meetings;
- The views of parents/carers and pupils are sought through family meetings, parents' evenings, phone calls and feedback questionnaires.

The role played by the parent(s)/carer(s) of pupils with ALN:

- All parent(s)/carer(s) are welcomed, and positive relationships promoted;
- Regular telephone contact is maintained and communicated to the teachers and support workers;
- Parent(s)/carer(s) are always invited to reviews and are informed of/involved in any issues relating to their son/daughter's case.

4.1.6 Specific Medical Needs

Sporting Chance Newport CIC recognises that pupils with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have additional learning needs (ALN) and or Education, Health and Care Plan (EHCP) which brings together health and medical needs, as well as their additional learning provision. The additional learning needs Code of Practice for Wales is followed.

Appendix 1: Equality Impact Assessment

Sporting Chance Newport CIC is committed to always: avoiding the potential for unlawful discrimination, harassment and victimisation; advancing equality of opportunity between people who share a protected characteristic and those who do not; and, foster good relations between people who share a protected characteristic and those who do not.

An Equality Impact Assessment (EIA) is a tool for identifying whether or not strategies, projects, services, guidance, practices or policies have an adverse or positive impact on a particular group of people or equality group. While currently only public bodies are legally required to complete EIA's, Sporting Chance Newport CIC has adopted the process in line with its commitment to continually improve equality performance.

1. Summary

This EIA is for:	ALN Policy
This EIA has been assessed by:	Gareth Brenton
Date of assessment:	14/09/2020
Assessment approved by:	N/A

Objectives and intended outcomes

This EIA has been completed in order to ensure that the implications and potential impact, positive and negative, of the Sporting Chance Newport CIC Complaints Policy for all staff have been fully considered and addressed, whether or not staff members share a protected characteristic.

2. Potential Impacts, positive and negative

Equality Area	Positive	Neutral	Negative	Summary
Age		X		The policy applies equally to all members of staff regardless of age. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their age.

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Equality Area	Positive	Neutral	Negative	Summary
Age		X		The policy applies equally to all members of staff regardless of age. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their age.
Disability		X		The policy applies equally to all members of staff regardless of health/disability. It is not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their disability.
Pregnancy & Maternity/Paternity		X		It is not considered that the policy positively or negatively impacts on pregnant women or on staff on maternity or paternity leave.
Race (incl. origin, colour and nationality)		X		The policy applies to all members of staff regardless of their race, origin, colour or nationality. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively in these respects.
Gender and Gender Re-assignment		X		This policy applies equally to all members of staff regardless of their gender at any given time. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of gender.
Sexual Orientation		X		This policy applies equally to all members of staff regardless of their sexual orientation. It's not considered that the policy includes any guidance or rules that may impact either positively or negatively on any member of staff because of their sexual orientation.

3. Negative impacts and mitigations

Negative Impact	Mitigation	Owner
None		

Appendix 2 - Flow Chart For review of risk assessments

1. Class Chart Data Triggers

2. Incident Form Completed - For Serious Incidents

- Consult Relevant Staff Member(s)
- Send Copy of Form - Page 1 to LA (Kate)
 - Complete R + R Session
- Send Completed Form - Page 1 & 2 to LA (Kate)
 - Store on Edukey

3. Update Risk Assessment

- Incident Date on Relevant Section of RA
 - Brief Description
- Direct to Incident Form on Edukey

4. Ask Chloe to Amend Register with Correct Code if Needed

Appendix 3 - Flow chart for OPP's

Stage 1

Pathway A

Sporting Chance named on IDP
of new learner due to join school

Pathway B

Sporting Chance named on IDP
of new learner due to join school

Stage 2

Pathway A

Pathway A - ALNCO analyses paperwork
and updates Sporting Chance ALN tracker

Either

ALNCO, Pastoral Team, via enquiries email if necessary, offers invitation from Sporting Chance to current education setting to, should one be taking place between offer of placement and provisional on roll date, attend any upcoming PCP meeting(s) before starting at Sporting Chance.

OR

ALNCO ensures PCP meeting with parents/carers/ other professionals takes place - this is aimed to take place within 6 weeks of joining Sporting Chance. It may take a series of meetings and change of audiences to reach the end point of the process, this will ensure the meeting is person centered, particularly if there are new and developing relationships with learner and family/carers/professionals. Following the PCP meeting amended EHCP/IDP and any PCP meeting notes in form of handwritten and/or typed paperwork will be gathered and updated into the Google drive ready for the LA to access before the learner has completed one full term at the school.

Pathway B

ALNCO arranges and ensures annual review PCP meeting(s) take place (aiming for December and January each year) and signed handwritten and/or typed paperwork is placed on the Google drive which has been shared with the linked/named local authority individual at least 2 weeks before 1 year anniversary of the date final draft was first received by the school.
e.g if final draft of IDP was received by the ALNCO on 14th of February the school will ensure the review paperwork is completed and available on the Google drive by 31st of January of the following year.

Stage 3

Pathway A

Before the end of the first 12 weeks at Sporting Chance the pastoral team meet to analyse PCP paperwork and qualitative and quantitative data and information compiled by the ALNCO to set and agree 4 targets - 1 for sport, 1 for class, 1 for social and 1 for emotional. One member of the pastoral team is identified to take the lead and targets are inputted onto EduKey with the name of the responsible person, from within the pastoral team clearly named. This is called plan 1.

While reviewed and entered by the Pastoral Team, targets for sport and class should be supplied by both the class teacher and head of sport and should be provided within 5 school days of written request. Once targets are set at least 2 reviews for the next twelve months are set and indicated onto EduKey and automatic email reminders are to be set up. After each review a new plan is numbered.

In line with a person centered approach pastoral team must discuss with tutors and agree the process, and where necessary take, the delegation of responsibility of the agreed process of daily reminding to learners and colleagues and reviewing of the OPP targets.

SLT - QA process

Head of Sport - monitors reviews are complete for Yr 10 learners by ensuring OPP review reminder emails are set up and ensuring the providing of time/cover for pastoral colleagues if needed .

DSO - monitors reviews are complete for KS3 learners by ensuring OPP review reminder emails are set up and ensuring the providing of time/cover for pastoral colleagues if needed.

Headteacher - monitors reviews are complete for Yr 11 learners by ensuring OPP review reminder emails are set up and ensuring the providing of time/cover for pastoral colleagues if needed.

Director - completes spot checks of all

Pathway B

Following upload of review paperwork to the Google Drive a maximum of 12 weeks worth of qualitative and quantitative data and information is compiled by the ALNCO to set and agree 4 targets - 1 for sport, 1 for class, 1 for social and 1 for emotional. One member of the pastoral team is identified to take the lead and targets are inputted onto EduKey with the name of the responsible person, from within the pastoral team clearly named.

While reviewed and entered by the Pastoral Team, targets for sport and class should be supplied by both the class teacher and head of sport and should be provided within 5 school days of written request.

Once targets are set at least 2 reviews for the next twelve months are set and indicated onto EduKey and automatic email reminders are to be set up. In line with a person centered approach pastoral team must discuss with tutors and agree the process, and where necessary take, the delegation of responsibility of the agreed process of daily reminding to learners and colleagues and reviewing of the OPP targets.



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